

Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 174 (2015) 2626 – 2628

Procedia
Social and Behavioral Sciences

INTE 2014

Kant's conception of moral education assessment

Hasan YÖNDEN*

Pamukkale University, Faculty of Letters and Humanities 20000, "Denizli", TURKEY

Abstract

In this study, Kant's pedagogical training taught in the period have made the observations and have gained the experience and results reached in the education of understanding how it should be, and that moral education for the ideas of what happened will be discussed. In this context, training of human childhood initiation and subsequent moral education to sustain on the basis of progress envisioning Kant, in this process the slope of the individual this or that society, by train, but rather individuals on behalf of humanity a universal approach is to train claimed that. To do this, affirming the relationship between education and moral education should be the attitude of how it will be emphasized.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Sakarya University

Keywords: Education, Ethics, Education ethics, moral education.

1. Introduction

As can be inferred from the text of the main topics of Kant's conception of moral education in the light of the evaluation of the maximum of the strongest pillar of a good education will focus on what it should be. A very famous moral philosopher Kant, moral education in the context of education, expressed can be based. So a nation of education, culture or ideology, not in the light, in the context of universal moral law argued that it should be. Therefore, every individual should be grown here we understand this or not according to society should be educated according to the purpose of humanity.

The natural tendency is to give direction to a child's upbringing can't, first and foremost, especially educators have an ideal worthy of humanity and duty to educate children according to this ideal should adopt says. In this context, Kant, to a certain extent the child's own with freedom, society recognizes as legitimate coercion and

* Corresponding author. Tel.: +90 -546-404 03 40

E-mail address: hyonden@pau.edu.tr

pressure to reconcile the educator considers it a duty (Yayla, 2005; 77). Here a little force or coercion with the conciliatory approach, in fact, education moral relationship affirmation standards for education is the attitude. Because moral philosopher Kant, one of the most important proponents of freedom and people see it as an autonomous entity and acts of anonymity possibility of autonomy to injury.

This movement for moral education free but adults who need to be trained instructors for non-members or moral teachings aims vaccination efforts have to be given by the appropriate behaviour is integrity. Training specific to the individual stages do is efficient. Education with the needs of each generation and the next generation is a structure that can be left as the most valuable heritage. Here we understand that further improve education from generation to generation, the dynamics of age were found to be helpful or harmful to the individual everything at maximum level considering the preparation and implementation of the program is the most essential.

Man is the only creature in need of training. Because we were training with the nurturing of moral decency (to saturate the lens of the child), the public should understand teaching and education. Accordingly, the people one after the other in infancy (being in need care and nutrition) childhood (not in need of teaching and education) and student (to be charged in need) in stages (Kant, 2013; 31).

Human only through education can't be human. Education itself from specific (creator) whatever If she just is. Human but by people so they trained people are trained is remarkable. (Kant, 2013; 35). Here a very important role for educators is. Educators in the context of universal morality that humanity needs an idealistic perspective, they must be grasped. These trainers are not based on the natural tendency of individuals to humanity, and to contribute to the future on behalf of each generation must educate and instill in them the awareness that education should.

Every person starting from the early childhood education to be useful to future generations with humanity and could rise to an expected level? In the same education and the same in every individual moral ideal conditions does lead one to conclude? Can be thought-provoking questions like. To educate and train is to be expected from humanity. In this context, the contemporary understanding and moral education perceive at maximum level is required. But for Kant, what is important though the goodness of human potential through education is to develop more and more. Because of that person's innate goodness that prone and has the potential to do good, but this potential has not been issued to us in a way that was born ready, unlike a resource to be developed, is believed to be a possibility. According to him, the cause of evil, the potential inherent goodness of people with their ability be supported rules, is due to give free rein. To leave to leave unregulated feral human nature that performs actions based on the natural human tendency is the main cause of evil. (Yayla, 2005; 77).

For this reason should not be left to their own inclinations of human nature, intrinsically good education and moral values should flourish with each passing day more and more. Human nature is hungry, his desire is something educational. The main reason for giving birth to the evil of human nature is to not spend a good education. Therefore, education, evil, anarchy is the breed. This situation naturally prone to irregularities and movements of individuals takes over. However, Kant, people can be perfected through education, training, would be one human.

Man's natural tendency to give good results of the study does not reveal the accuracy. Because of the natural tendency is subjective and variable. Since then tailor training as an individual to be not arbitrary, objective perspective, should not constitute applications on behalf of humanity. Moral virtues are the cornerstones of the areas where the presence of the presence of the natural tendency to have lost or are about to lose on the field. Because of the natural tendency of people is against the law revealed aspects of free will may refer to behave. Worse as a result of these actions, if not eliminate the moral law in the name of freedom of the familiar contains a hazard.

Moral goodness, but it is possible to be virtuous. As mentioned above, the existence of virtue of the absence of the natural tendency or can it be possible by reducing the possible. So who is really the freedom to obey the laws of morality, we're in it tend to adopt. In this case, the human being will require a disciplined. This disciplined state, based on the moral understanding of people's homework will help to capture the target.

According to Kant discipline people in the most important elements is one. Additionally, training of the human ideal of humanity closer to a positive direction are also available. Kant, this teaching says. Received education with the knowledge of people before the law itself adrift will not feel it. (Yayla, 2005; 80). Besides these moral education a different side should also be addressed .

Moral education disciplines, not on maxima and build on, one of the bad habits keeps the other one mind educates and thinking prepare. So here we need to understand is this: the child itself ever changing behavior of the motives movement but also "maxim" telephone calls in harmony to act should familiarize. Decreasing the power of education and discipline over the years certain habits we create. Children reasonableness (and accuracy) can be understood by itself "maxim" should learn to act appropriately. (Kant, 2013; 101).

Maximum of people should be rooted in the self. Moral education in children at an early age what is right and wrong considerations should try to place the ideas. If you want to establish morality, we must eliminate the penalty. (Kant, 2013; 101-102).

Suppose that a child's lie, in this case the child should not be punished immediately, but with contempt by giving money, if you lie to him again in the future so that no one would believe him must be told. If a child gets punished when you have made evil, goodness, if awarded, in this case we make it just for the sake of reward would realize. Absence will not favor the award, it will undermine morality. So wrong in your life and the right of the child will associate with their natural tendencies.

In conclusion, under a common denominator of humanity illuminated by the light of education to experience living a virtuous life may be inevitable. Train strings that the universe and humanity perfected the process of moving toward completion, in fact, the essence of the individual who trained individuals is the correct way to complete. This is the essence of human kindness, moral education effort to avoid evil a whole is in the part.

The existence of moral education, the natural tendency to abandon a universal moral ethics, and therefore free from the virtuous action in the field of education is possible with attitude. Otherwise, the continuity of selfishness gains will deal with individual freedom. Illuminated people with a good education, which most sensible people will be able to think and suggest. According to Kant, which can improve the ability to think a person has to act according to moral law. So that can not be left to chance education is moral education.

References

- Kant, Immanuel (1992). *Kant on Education*, (Trans. A. Churthorn), England:Key Texts.
Kant, Immanuel (2007). *Eğitim Üzerine*, (çev. Ahmet Aydoğan), Say Yayınları, İstanbul.
Yayla, Ahmet (2005). "Kant'ın Ahlak Eğitim Anlayışı", Ankara University Journal of Faculty of Educational Sciences, Sayı: 38.